

NJDOE MODEL CURRICULUM

CONTENT AREA: Music	GRADE: 5	UNIT #: 3	UNIT NAME: Performing
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Perform unison songs, descants, and harmonizing parts in 3rds, alone and with others, using proper vocal placement and breathing techniques in the range of A4 – F5 (making allowances for emerging cambiata voices). Sing accurately in octaves. Demonstrate proper posture and breathing techniques to produce a uniform vocal tone quality and respond to expressive cues from a conductor.	1.3.5.B.2
2	Sing choral music from complex notation, in unison and two-parts, reading from choral octavos. using in treble and bass clef, mixed meter, and compound meter.	1.3.5.B.1
3	Improvise a melody on a barred instrument, recorder or non-traditional instrument using a diatonic scale played over a given harmonic progression using I-IV-V7, and ending on the home tone.	1.3.5.B.3
4	Compose and score an 8-bar melody in either a major or minor key, using note and rest values as small as the 16th note played in 3/4 and/or 4/4 time, and resolving to the home tone.	1.3.5.B.3
5	Describe how and demonstrate how the use of an antecedent/consequent phrase relationship and dynamic markings are used to achieve unity and variety, tension and release, and balance in musical composition.	1.3.5.B.4

Code #	NJCCCS
1.3.5.B.1	Content Statement: Complex scores may include compound meters and the grand staff. Cumulative Progress Indicator: Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
1.3.5.B.2	Content Statement: Proper vocal production and vocal placement improve vocal quality. Harmonizing requires singing ability

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and active listening skills. Individual voice ranges change with time.

Cumulative Progress Indicator: Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.

1.3.5.B.3

Content Statement: Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.

Cumulative Progress Indicator: Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.

1.3.5.B.4

Content Statement: Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.

Cumulative Progress Indicator: Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.